

Apprenticeship Program Summary Sheet

Division of Apprenticeship Standards (DAS)

To: Eric Rood, Chief
From: Andrew Lee
Cc: Program Planning and Review
Date: 7/10/2020

Program Name: Early Care & Education Pathways to Success (ECEPTS)

Industry(s): Childcare

DAS File No.:

CAI Grant Awardee: Yes

ACTIONS:

- Proposed New Apprenticeship Program
 - Existing Apprenticeship Program Expanding Occupations
 - Existing Apprenticeship Program Expanding Jurisdiction
 - Existing Apprenticeship Program Changing Work Processes or Related & Supplemental Instruction on Approved Occupations
-

LABOR ORGANIZATIONS REPRESENTING ANY OF THE APPRENTICES:

None

Apprenticeship Program Summary Sheet

DISCLAIMER OF INTEREST IN THE BUILDING TRADES AND DISPATCH RESTRICTION

The ECEPTS Program is not intended to train in the building and construction trades within the meaning of Labor Code section 3075, and is not eligible to dispatch apprentices to projects with public works, prevailing wage, or skilled and trained workforce requirements.

COMMENTS:

ECEPTS oversees the apprenticeship program herein and seeks approval from the Department of Industrial Relations, Division of Apprenticeship Standards for the following items:

PROPOSED OCCUPATION(S) & WAGE RATES(S):

Early Care & Education Associate Teacher O*Net: 25-9041.00

Journeyman Wage: \$15.00 minimum or minimum in the area of employment

Proposed Apprentices Wage(s): \$12.00 or minimum in the area of employment

Proposed No. of Apprentices: 25

LIST OF PROPOSED EMPLOYER(S):

YMCA of the East Bay
Oakland CA

Apprenticeship Standards Incorporating and Adopting
U.S. Department of Labor, Office of Apprenticeship Approved Standards

NAME OF EMPLOYER (PROGRAM SPONSOR)

Early Care & Education Pathways to Success (referred to as ECEPTS)
1102 Q. Street – Suite 4800, Sacramento 95814

OCCUPATIONS

Early Care & Education Associate Teacher

TELEPHONE NO..

626-497-7645

COUNTY Sacramento

O*Net: 25-9041.00

See Attachment "A" -- Approved Standards by U.S. Department of Labor Office of
Apprenticeship that are herein incorporated adopted into these Standards

1. Purpose and Policy – Labor Code §3075.1; CCR §205 (e & g), §206, §212.2, §218
The parties hereto declare it their purpose and policy to incorporate the attached standards approved by U.S. Department of Labor Office of Apprenticeship to establish an organized, planned system of apprenticeship, conducted as an education-sponsored, employer-based undertaking. All provisions in the U.S. Department of Labor Office of Apprenticeship Standards attached hereto, that do not conflict with California law or create a higher standard than the California Apprenticeship laws and regulations shall be incorporated, adopted and agreed upon under the Shelley-Maloney Apprentice Labor Standards Act of 1939, as amended, to govern the employment and training of apprentices in the trade, craft or occupation defined herein, to become effective upon their approval under the California standards. In case of conflict of law, California Law shall prevail. No Section of these Standards of Apprenticeship shall be construed as permitting violation of any Federal Law or Regulations and the State of California Law or Regulations.
When required by California Statute or Regulation, or by Section I – Program Administration of the attached U.S. Department of Labor Office of Apprenticeship Standards, there is hereby established the ECEPTS Master Apprenticeship Committee named master apprenticeship committee. The committee shall consist of at least three (3) members representing parties' signatory hereto, including employers who subscribe hereto participating in this program, an "Employer Subscription Agreement" (DAS-852) Attachment C. Committee members will be selected as outlined in the rules & regulations here to attached as Attachment D. In addition, there shall be advisors of the committee which shall consist of one apprenticeship consultant representing the Division of Apprenticeship Standards, one advisor from the Local Education Agency, and such other advisors as the committee shall determine. Such advisors and the apprenticeship consultant shall act without vote.
These standards shall apply to the organizations signatory hereto, their members, to other employers who subscribe hereto participating in this program, an "Employer Subscription Agreement" (DAS-852) Attachment C, will be provided to specify the information particular to that employer as noted herein, including the option to waive or offer participation on the committee, employer committee members will be selected as outlined in the rules & regulations.

2. Craft, Trade, Occupation – Labor Code §3078 (c); CCR §212 (a,1)

The approved occupations are set forth in the U.S. Department of Labor Office of Apprenticeship

Standards attached to this California State standard. Additional occupations may be added or deleted by the above named sponsor by first submitting the proposed change(s) to the U.S. Department of Labor Office of Apprenticeship Standards. Once the U.S. Department of Labor Office of Apprenticeship Standards approves the change, the revised standards may be submitted to the California Division of Apprenticeship Standards (DAS) for approval of the Administrator of Apprenticeship.

3. Occupations

The occupational supplement(s) included in the attached U.S. Department of Labor Office of Apprenticeship Standards set forth the terms of the occupation, ratio, work processes, and related supplemental instruction for each individual occupation.

4. Responsibilities of Program Sponsor – CCR §212

The program sponsors are responsible for the administration and enforcement of all aspects of a Registered Apprenticeship program. Sponsor means any person, association, committee, or organization operating an apprenticeship program and in whose name the program is (or is to be) registered or approved. Sponsors will carry out the responsibilities and duties required of a Program Sponsor as described in Section I – Program Administration of the attached U.S. Department of Labor Office of Apprenticeship Standards.

In addition, the Sponsor(s) agree to:

- (1) administer and enforce the standards as approved;
- (2) establish rules and regulations governing the program and any apprenticeship committee if established;
- (3) The recruitment, selection, employment, and training of apprentices during their apprenticeship, shall be without discrimination because of race, color, religion, national origin or sex. The sponsor will take affirmative action to provide equal opportunity in apprenticeship for both minorities and women as required under Title 29 of the Code of Federal Regulations, Part 30, and by the California Plan for Equal Opportunity in Apprenticeship and by the California Code of Regulations, Title 8, Chapter 215;
- (4) provide training scheduled herein under competent trainers, including safety training through the program and first aid training, either in conjunction with the apprentices, related instruction classes or otherwise as appropriate;
- (5) arrange for Related and Supplemental Instruction pursuant to LC 3074;
- (6) have a Local Education Agency (L.E.A.) provide a letter approving the Related and Supplemental Instruction pursuant to LC 3074, 210212 (a, 7) (proof attached);
- (7) maintain a record of each apprentice's work training, related instruction and progress therein;
- (8) file a copy of each apprentice agreement with the Secretary of the California Apprenticeship Council;

- (9) provide training in the recognition of illegal discrimination and sexual harassment;
- (10) participate in the development of the training criteria;
- (11) submit an annual Self-Assessment Review and Program Improvement Plan annually to the Chief of DAS.

5. Responsibilities of Program Employer Subscriber's – CCR §212

- (1) administer and enforce the standards as approved;
- (2) The recruitment, selection, employment, and training of apprentices during their apprenticeship, shall be without discrimination because of race, color, religion, national origin or sex. The sponsor will take affirmative action to provide equal opportunity in apprenticeship for both minorities and women. The sponsor select apprentices on the basis of qualifications alone, through fair and impartial procedures applied uniformly to all applicants will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, Part 30, and by the California Plan for Equal Opportunity in Apprenticeship and by the California Code of Regulations, Title 8, Chapter 2;
- (3) provide reasonably continuous employment to all apprentices in its employ;
- (4) provide the diversified work training scheduled herein under competent trainers, including safety training through the program and first aid training, either in conjunction with the apprentices, related instruction classes or otherwise as appropriate;
- (5) maintain a record of each apprentice's work training, related instruction and progress therein;
- (6) file a copy of each apprentice agreement with the Secretary of the California Apprenticeship Council;
- (7) grant apprentices credit for previous experience;
- (8) provide training in the recognition of illegal discrimination and sexual harassment;
- (9) participate in the development and comply with training criteria where such have been adopted;

6. Apprentice Agreements Labor Code – Labor Code § 3077, 3078; CCR § 206

Apprentices shall be at least 16 years of age. If the apprentice is under 18 years of age, the apprentice's parent or guardian must sign the agreement. When the period of training extends beyond 18, the apprentice agreement shall likewise be binding to such a period as may be covered. An apprentice is one who has been qualified and approved by the subscribing employer, signed an individual apprentice agreement with the program sponsor under these standards, which agreement has been approved by the Administrator or his duly authorized representative and filed with the California Apprenticeship Council. The standards shall be a part of the apprenticeship agreement. Apprentices shall be furnished a copy of the standards or given an opportunity to read them before indenture. The Administrator shall cancel apprentice agreements during the probationary period at the request in writing of either party; after the probationary period, agreements may be terminated by the Administrator by mutual consent of all the parties or cancelled for good and sufficient reason. An apprentice agreement shall remain in effect during a lay-off unless cancelled. [See Attachment "B" – California Apprenticeship Agreement (DAS-1)].

7. Hours and Working Conditions – CCR §208 (b) (c, 4, 6), §212

The regular workday, workweek and other working conditions for apprentices shall conform to all applicable California laws and regulations. The employers must pay the higher hourly wage of either the Federal minimum wage, State minimum wage or the Living wage enacted in the County or City where the employer is located. Overtime shall not interfere with or impair training or schooling nor be detrimental to the health and safety of the apprentice. Establish a mechanism to rotate apprentices from work processes to work processes to assure complete training.

8. Wages and Wage Progression – Labor Code §3078; CCR §208 (a) (c-1, 2, 5, 6), §212 (a 5)

The wages shall be a progressively increasing wage, employee benefits and other compensation as set by Section CCR §208. Hours of related instruction and required school time need not be compensated.

9. Responsibilities of Apprentices – CCR §205 (c, e, i, & m), § 212(3), 224- CCR 212 (3)

Each apprentice shall satisfactorily perform all work and learning assignments, and complete a course of related instruction, as determined in accordance with California Labor Code Section 3078(d). There shall be no liability on the part of the employer for an injury sustained by an apprentice engaged in schoolwork at a time when the employment of the apprentice has been temporarily or permanently terminated.

10. Disciplining of Apprentice – Labor Code §3071; CCR §212 (b, 8), §213, § 218

All controversies or differences concerning the apprentice agreement, which cannot be adjusted locally, shall be submitted to the Administrator of Apprenticeship for determination.

11. Certificate of Completion - Labor Code §3071, §3078, §3092; CCR §§ 212, 224

The California Apprenticeship Council will issue a Certificate of Completion to apprentices upon receipt of competent evidence of their satisfactory completion of apprenticeship hereunder.

12. Modification of Standards - Labor Code § 3073, 3078; CCR § 212 (b) (13)

These Standards shall be modified to conform to any changes in prevailing practices, conditions and wages in the area and the industry when such changes occur. Requests of the program sponsor for modification are subject to the approval of the Administrator of Apprenticeship.

13. Where the program sponsors establish rules and regulations for governing of the apprentices in the program, a copy of such shall be provided to each apprentice.

14. Where applicable if an employer has a collective bargaining agreement with a labor organization applicable to these occupation(s), approval by the labor organization will be affixed to the Employer Subscription Agreement (DAS-752).

15. The foregoing standards are hereby agreed to and adopted on: June 20, 2020

16. Sponsoring Organization Designee:

By /s/ Randy B. Wolfe Executive Director

Registered Apprenticeship Standards Local Apprenticeship Standards

EARLY CARE & EDUCATION PATHWAYS TO SUCCESS (ECEPTS)

C/O FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

Occupation: Teacher Aide 1 O*Net-SOC code: 25-9041.00

Developed in Cooperation with the
U.S. Department of Labor
Office of Apprenticeship

Approved by the
U.S. Department of Labor
Office of Apprenticeship

Registered By: Nora L. Carlton

Signature: /s/ Nora L. Carlton
Title: State Director/Region 6/CA
Office of Apprenticeship

Date: 6/12/2020

Registration Number: 2020-CA-78708

STANDARDS OF APPRENTICESHIP

A. Responsibilities of the sponsor:

ECEPTS must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) parts 29 and 30, and all relevant guidance issued by the Office of Apprenticeship (OA). The sponsor must fully comply with the requirements and responsibilities listed below and with the requirements outlined in the document “Requirements for Apprenticeship Sponsors Reference Guide.”

Sponsors shall:

- Ensure adequate and safe equipment and facilities for training and supervision and provide safety training for apprentices on-the-job and in related instruction.
- Ensure there are qualified training personnel and adequate supervision on the job.
- Ensure that all apprentices are under written apprenticeship agreements incorporating, directly or by reference, these standards and the document “Requirements for Apprenticeship Sponsors,” and that meets the requirements of Title 29, CFR part 29.7. Form ETA 671 may be used for this purpose and is available upon logging into RAPIDS.
- Register all apprenticeship standards with the U.S. Department of Labor, including local variations, if applicable.
- Submit apprenticeship agreements within 45 days of enrollment of apprentices.
- Arrange for periodic evaluation of apprentices’ progress in skills and technical knowledge and maintain appropriate progress records.
- Notify the U.S. Department of Labor within 45 days of all suspensions for any reason, reinstatements, extensions, transfers, completions, and cancellations with explanation of causes. Notification may be made in RAPIDS or using the contact information in Section K.
- Provide each apprentice with a copy of these standards, Requirements for Apprenticeship Sponsors Reference Guide, and Appendix A, any applicable written rules and polices, and require apprentices to sign an acknowledgment of their receipt. If the sponsor alters these standards or any Appendices to reflect changes it has made to the apprenticeship program, the sponsor will obtain approval of all modifications from the Registration Agency, then provide apprentices a copy of the updated standards and Appendices and obtain another acknowledgment of their receipt from each apprentice.

B. Minimum Qualifications - 29 CFR § 29.5(b)(10)

An apprentice must be at least 16 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation. Please include any additional qualification requirements as appropriate:

- Other see Appendix A for each occupation’s qualification requirements.

C. Apprenticeship Approach and Term - 29 CFR § 29.5(b)(2)

The apprenticeship program(s) will select an apprenticeship training approach. See Appendix A to select approach.

D. Work Process Schedule and Related Instruction Outline - 29 CFR § 29.5(b)(4)

Every apprentice is required to participate in related instruction in technical subjects related to the occupation. Apprentices will not be paid for hours spent attending related instruction classes. Insert Work Process Schedule and Related Instruction Outline at Appendix A.

E. Credit for Previous Experience – 29 CFR § 29.5(b)(12)

Apprentice applicants seeking credit for previous experience gained outside the apprenticeship program must furnish such transcripts, records, affidavits, etc. that may be appropriate to substantiate the claim. ECEPTS and employer-partner will evaluate the request for credit and make a determination during the apprentice's probationary period.

Additional requirements for an apprentice to receive credit for previous experience: See Appendix A for each occupation.

F. Probationary Period – (29 CFR § 29.5 (b)(8) and (20)

Every applicant selected for apprenticeship will serve a probationary period which may not exceed 25 percent of the length of the program or 1 year whichever is shorter. Insert probationary period at Appendix A.

G. Ratio of Apprentices to Journeyworkers - 29 CFR § 29.5 (b)(7)

Every apprenticeship program is required to provide an apprenticeship ratio of apprentices to journeyworkers for adequate supervision. Insert ratio at Appendix A.

H. Apprentice Wage Schedule - 29 CFR § 29.5 (b)(5)

Apprentices must be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate. Insert the progressive wage schedule at Appendix A.

I. Equal Employment Opportunity and Affirmative Action

1. Equal Opportunity Pledge - 29 CFR §§ 29.5(b)(21) and 30.3(c)(1)

ECEPTS and employer-partner will not discriminate against apprenticeship applicants or apprentices based on race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, or because they are an individual with a disability or a person 40-years old or older.

ECEPTS and employer-partner will take affirmative action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.

2. Affirmative Action Program - 29 CFR §§ 29.5(b)(21), 30.4, and 30.10
ECEPTS and employer-partner acknowledges that it will adopt an affirmative action plan in accordance with 29 Title CFR § 30.4-30.9 (required for sponsors with five or more registered apprentices by two years from the date of the sponsor's registration or by two years from the date of registration of the program's fifth (5th) apprentice). Information and technical assistance materials relating to the creation and maintenance of an affirmative action plan will be made available on the Office of Apprenticeship's website.

3. Selection Procedures - 29 CFR § 30.10
Every sponsor will adopt selection procedures for their apprenticeship programs, consistent with the requirements set forth in 29 CFR § 30.10(b). See Appendix A to enter your selection procedures for each occupation for which the sponsor intends to train apprentices.

J. Complaint Procedures - 29 CFR §§ 29.5(b)(22), 29.7(k), 29.12, and 29 CFR § 30.14

If an applicant or an apprentice believes an issue exists that adversely affects the apprentice's participation in the apprenticeship program or violates the provisions of the apprenticeship agreement or standards, the applicant or apprentice may seek relief. Nothing in these complaint procedures precludes an apprentice from pursuing any other remedy authorized under another Federal, State, or local law. Below are the methods by which apprentices may send a complaint:

1. Complaints regarding discrimination. Complaints must contain the complainant's name, address, telephone number, and signature, the identity of the respondent, and a short description of the actions believed to be discriminatory, including the time and place. Generally, a complaint must be filed within 300 days of the alleged discrimination. Complaints of discrimination should be directed to the following contact:

Name: Nora Carlton
Address: 801 I Street, Room 274
Sacramento, CA 95814
Telephone Number: (916) 414-2389 or (404) 980-7211
Email Address: carlton.nora@dol.gov

2. Other General Complaints. The sponsor will hear and attempt to resolve the matter locally if written notification from the apprentice is received within 15 days of the alleged violation(s). The sponsor will make such rulings as it deems necessary in each individual case within 30 days of receiving the written notification. Any complaint described in that cannot be resolved by the program sponsor to the satisfaction of all parties may be submitted to the Registration Agency. Complaints may be filed with the Registration Agency at:

Name: Randi B. Wolfe, Executive Director, ECEPTS
Address: Foundation for California Community Colleges
1102 Q. Street – Suite 4800
Sacramento, CA 95814

Telephone Number: 626-497-7645
Email Address: randiwolfe@ecepts.org

K. **Registration Agency General Contact Information 29 CFR § 29.5(b)(17)**
The Registration Agency is the United States Department of Labor's Office of Apprenticeship. General inquiries, notifications and requests for technical assistance may be submitted to the Registration Agency using the contact information below :

Name: Nora Carlton
Address: 801 I Street, Room 274
Sacramento, CA 95814
Telephone Number: (916) 414-2389 or (404) 980-7211
Email Address: carlton.nora@dol.gov

L. **Reciprocity of Apprenticeship Programs 29 CFR § 29.13 (a)(7)**
States must accord reciprocal approval for Federal purposes to apprentices, apprenticeship programs and standards that are registered in other States by the Office of Apprenticeship or a Registration Agency if such reciprocity is requested by the apprenticeship program sponsor.
Program sponsors seeking reciprocal approval must meet the wage and hour provisions and apprentice ratio standards of the reciprocal State.

SECTION II - APPENDICES AND ATTACHMENTS

- Appendix A – Work Process Schedule, Related Instruction Outline, Apprentice Wage Schedule, Ratio of Apprentices to Journey workers, Type of Occupation, Term of Apprenticeship, Selection Procedures, and Probationary Period
- Appendix B – ETA 671 - Apprenticeship Agreement and Application for Certification of Completion of Apprenticeship (To be completed after registration)
- Appendix C – Affirmative Action Plan (Required within two years of registration unless otherwise exempt per 29 CFR §30.4(d))
- Appendix D – Employer Acceptance Agreement (For programs with multiple-employers only)

SECTION III - SIGNATURES

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

The undersigned sponsor hereby subscribes to the provision of the Apprenticeship Standards formulated and registered by ECEPTS , on this 12th day of June, 2020.

The signatories acknowledge that they have read and understand the document titled "Requirements for Apprenticeship Sponsors Reference Guide" and that the provisions

of that document are incorporated into this agreement by reference unless otherwise noted.

/s/ Randi B. Wolfe
Signature of Sponsor (designee)

Randi B. Wolfe
Printed Name

ECEPTS (Early Care & Education Pathways to Success) Appendix A1

EARLY CARE & EDUCATION (ECE)

ASSOCIATE TEACHER

(Existing Title: Teacher Aide 1)

O*NET-SOC Code(s): 25-9041.00 RAPIDS Code(s): 0657CB

WORK PROCESS SCHEDULE

AND

RELATED INSTRUCTION OUTLINE

WORK PROCESS SCHEDULE
EARLY CARE & EDUCATION (ECE) ASSOCIATE TEACHER
(Existing Title: Teachers Aide 1)
O*NET-SOC CODE: 25-9041.00 RAPIDS CODE: 0657CB

OVERVIEW

An Early Care & Education (ECE) Associate Teacher contributes to the care, development and instruction of young children (typically from birth through age 5) in an early care and education program. The ECE Associate Teacher Registered Apprenticeship provides a career pathway through which people entering the ECE field can receive on-the-job learning and related instruction primarily in the context of a group or classroom setting. Under the guidance and supervision of a Master Teacher, Lead Teacher, Head Teacher and, as appropriate, journey-level peer mentors working under supervision, apprentices are supported in on-the-job learning to gain the knowledge, skills and demonstrated mastery of the competencies listed in these Standards.

Upon completion of the ECE Associate Teacher Apprenticeship, graduates will meet the qualifications for the position of Associate Teacher in various ECE settings (e.g., child care centers, Head Start programs, state-funded preschool programs, etc.), depending on the specific requirements and expectations of the particular state, community and/or organization with which they work. Each state may have their own requirements and if any required training is not included here, it may be added to meet local employer, local apprenticeship committee (“subcommittee”) and/or regulatory needs. The following work competencies and related instruction are based on the California Early Childhood Educator Competencies and align with similar sets of teaching standards and competencies in other states including Illinois, Massachusetts, New Jersey, New York and Oklahoma.

1. APPRENTICESHIP APPROACH

Time-based Competency-based Hybrid

2. TERM OF APPRENTICESHIP

The term of the apprenticeship is approximately one (1) to one and a half years (1.5) years of On-the-Job Learning (OJL), supplemented by the minimum recommended 180 hours or more of related instruction. The term of the apprentice is based on the apprentice’s demonstration of the mastery of the competencies as specified in these standards and completion of the required hours of related instruction as determined by the local partners and in consideration of local certification, regulation and law requirements.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journeyworker ratio is: 4 Apprentices to 1 Journeyworker. A qualified sponsor may train up to 4 apprentices for every 1 qualified journeyworker (e.g., Lead Teacher, Master Teacher, or Head Teacher) who is overseeing the training and

assessment of the apprentice. This ratio may be changed as approved by the ECEPTS and the registration agency.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is determined by the employer with ECEPTS approval within local areas. The wages will always be at least minimum wage; local, state or federal, whichever is the higher amount. \$12.00/hour (California State).

Sample Wage Schedule:

Level	# of Competencies	Wage
1	0	\$12/hour
2	10	\$14/hour

Final Journeyworker: \$15.00/hour

5. PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 500 hours.

6. SELECTION PROCEDURES

ECEPTS or the employer will determine the selection procedures. This process will be provided to potential applicants and interested parties and will comply with 29 CFR 30.10, Standards of Apprenticeship and Requirements for Apprenticeship Sponsors Reference Guide. ECEPTS may utilize any method or combination of methods for selection of apprentices, provided that the selection method(s) used meets the following requirements:

1. The selection procedure(s) will be uniformly and consistently applied to all applicants and apprentices.
2. ECEPTS will not use any discriminatory selection procedures.

7. WORK PROCESS SCHEDULE

The employer shall see that apprentices' on-the-job learning is under the supervision of a qualified worker (e.g., lead teacher, head teacher, master teacher) and shall provide necessary diversified experience and training to develop the apprentice into a skilled worker, proficient in the work processes (i.e., professional competencies) outlined herein. The following table is built around 10 work processes reflecting areas of

professional competency essential to the success of an early care and education professional. Listed under each work process are associated performance areas.

WORK PROCESSES (PROFESSIONAL COMPETENCIES) AND PERFORMANCE AREAS

1. UNDERSTANDS AND ENCOURAGES CHILD DEVELOPMENT AND LEARNING
 - a. Knowledge about child development and learning
 - b. Facilitating child development and learning
2. APPRECIATES AND HONORS CULTURE, DIVERSITY AND EQUITY
 - a. Respect for differences and similarities
 - b. Culturally responsive approaches
 - c. Culture and Language Development and Learning
3. RECOGNIZES THE SIGNIFICANCE OF RELATIONSHIPS, INTERACTIONS AND GUIDANCE
 - a. Supporting Children's Emotional Development
 - b. Social-emotional Climate
 - c. Socialization and Guidance
4. UNDERSTANDS AND FOSTERS FAMILY AND COMMUNITY ENGAGEMENT
 - a. Communication with families
 - b. Relationships with children and families
 - c. Community resources
5. UNDERSTANDS AND SUPPORTS DUAL-LANGUAGE DEVELOPMENT
 - a. Dual-language program models and strategies
 - b. Development of the home language and of English
 - c. Observation and assessment of young dual-language learn learners
 - d. Relationships with families of dual-language learners
6. UNDERSTANDS AND UTILIZES OBSERVATION, SCREENING, ASSESSMENT AND DOCUMENTATION
 - a. Observation
 - b. Screening and Referral
 - c. Assessment
 - d. Documentation
 - e. Interpretation, planning and implementation
7. RECOGNIZES SPECIAL NEEDS AND FOSTERS INCLUSION
 - a. Philosophy, policies and practices
 - b. Developmentally and individually appropriate practice
 - c. Collaboration with families and service providers
 - d. Environment access and adaptive equipment
8. CREATES LEARNING ENVIRONMENTS; PLANS AND IMPLEMENTS CURRICULUM
 - a. Curriculum and curriculum planning
 - b. Environments, schedules and routines
 - c. Strategies to support learning and development
9. ENSURES HEALTH, SAFETY AND GOOD NUTRITION
 - a. Environmental health and safety

- b. Emergency preparedness
 - c. Nutrition
 - d. Response to health requirements
 - e. Child and Family Health
10. DEVELOPS AND DEMONSTRATES PROFESSIONALISM
- a. Professional development
 - b. Professional conduct and behaviors
 - c. Competence in a specialized body of knowledge
 - d. Pedagogy

NOTE: The above work processes (i.e., professional competencies) are intended as a guide. It is understood that the scope of work and the application of learned skills may vary by state and by employer/sponsor. At the end of this document is a suggested Task and Competence Verification Checklist for assessing and documenting the apprentice's demonstrated mastery of the competencies and related performance areas listed here. Additional skills and/or practice may be required and the Sponsor may modify the work processes to meet local/state needs, employer needs, scope of practice or licensing/certification requirements, and/or desire to register or co-register with a statewide registration agency.

8. RELATED INSTRUCTION OUTLINE

Courses listed here can be completed before or during the apprenticeship. It is recognized that content outlined below may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the sponsor and employer, and to follow the local regulations. The related instruction supplements on-the-job learning hours and includes courses focused on foundational knowledge, skills and abilities expected of apprenticeship graduates. To satisfy the related instruction requirement, apprentices must complete a minimum of 12 semester units or the equivalent in Early Childhood Education/Child Development. Note that each of the 12 semester units are on average 15 hours per unit and total a minimum of 180 hours. Related instruction must include the following core areas with an emphasis on infant/toddler care and development. If there are additional local requirements, they can be added.

- CHILD/HUMAN GROWTH & DEVELOPMENT
- CHILD-FAMILY-COMMUNITY / CHILD-FAMILY RELATIONS
- PROGRAMS / CURRICULUM

The following are suggested or sample courses in each of the three core areas. It is recognized that the content outlined in the course descriptions may be delivered through different courses provided by different educational institutions and training providers, as determined and approved by the sponsor and employer. To the extent possible, these courses are intended to be degree-applicable and transferable for apprentices who eventually want to earn an AA or BA degree. In total, these or similar courses must amount to a minimum of 180 instructional hours.

- **CHILD/HUMAN GROWTH & DEVELOPMENT**
(3-6 semester units; 45-90 instructional hours)

Sample Course: Child Growth & Development

Course Description: Apprentices examine major physical, psychosocial and cognitive-language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, apprentices will observe children, evaluate individual differences and analyze characteristics of development at various stages.

- **CHILD-FAMILY-COMMUNITY / CHILD-FAMILY RELATIONS**
(3-6 semester units; 45-90 instructional hours)

Sample Course: Child, Family and Community

Course Description: Examine the developing child in a societal context focusing on the inter-relationship of the family, school and community, and emphasizing historical and socio-cultural factors. Processes of socialization and identity development are highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Topics covered include: social influences on parenting styles, communication, child-rearing and the relationships between the child, family and school.

Sample Course: Sociology of the Family
Course Description: Social factors which contribute to marriage and family. Changing historic, economic, and socio-cultural forces that shape intimate and familial relationships.

- **PROGRAMS / CURRICULUM**
(3-6 semester units; 45-90 instructional hours)

Sample Course: Children's Literature

Course Description: Introduction to children's literature. Fairy tales and tale types; interpretation of children's literature from perspective of children, teachers, and parents; study of books by authors such as Brown, Dahl, Juster, Rowling, Sendak, Soto, and others.

Sample Course: Curriculum and Environments for Infants and Toddlers

Course Description: Introduction to organizing and developing activities for children aged 0-3 years. Focus on practical learning experiences in areas such as arts and crafts, imaginative play, music and movement, learning games. Includes culturally appropriate activities, meeting needs of young dual-language learners, and adapting environments and programs to meet needs of children with disabilities or special needs.

Sample Course: Introduction to the Field of Education

Course Description: Historical and sociological analysis of the educational system and careers in teaching; Study of principles of effective instructional models with emphasis

on apprentice centered and culturally relevant methods, research of resources for curriculum and instruction, and observation of teaching practices in local schools.

Sample Course: Play-Based Curriculum

Course Description: Principles and practices of play-based curriculum. The role of the teacher in facilitating children's learning through play-based activities. Use of observation and assessment in planning curriculum. Includes culturally-appropriate activities, meeting needs of young dual-language learners, and adapting environments and programs to meet needs of children with disabilities or special needs.

NOTE: The sponsor and employer may modify related instruction to meet local needs, scope of practice or licensing/certification requirements, and/or desire to register and/or co-register with a local/statewide registration agency.

TASK AND COMPETENCY VERIFICATION CHECKLIST

The Task and Competency Verification Checklist is built around 10 competencies and associated performance areas widely regarded as essential for early care and education professionals. Each employer/sponsor, partnership, and/or subcommittee can make changes to the Checklist to meet their particular needs and expectations, scope of practice and/or employer requirements.

To advance from one pay grade to the next, apprentices shall demonstrate progress toward mastery of the knowledge, skills and abilities listed below using the following ratings:

E: Exceeds expectations (i.e., more than satisfactorily demonstrates competency)

M: Meets expectations (i.e., satisfactorily demonstrates competency)

D: Does not meet expectations (i.e., competency not yet demonstrated at an acceptable level)

N: Not yet exposed (i.e., apprentice has not had ample opportunity to develop competency)

For any area marked "does not meet expectations" or "not yet exposed," the qualified worker completing the Checklist will provide comments to explain progress needed in subsequent periods in order to meet expectations. By the final rating period, apprentices must earn a rating of "M" or "E" for all competencies.

RATINGS

E: Exceed expectations M: Meets expectations

COMPETENCIES AND PERFORMANCE AREAS

- 1) UNDERSTANDS AND ENCOURAGES CHILD DEVELOPMENT AND LEARNING

- A. Knowledge About Child Development and Learning
 - 1. Communicates basic knowledge of developmental and current research findings as they apply to children's various developmental domains.
 - 2. Observes children in natural settings to enhance the study of child development.
 - B. Facilitating Child Development and Learning
 - 1. Understands that children develop in the context of relationships and that the quality of parent-child interactions has an impact on child outcomes.
 - 2. Understands that play contributes to child development and learning in all domains, beginning at birth.
- 2) APPRECIATES AND HONORS CULTURE, DIVERSITY AND EQUITY
- A. Respect for All Differences and Similarities
 - 1. Attends to the culturally diverse attributes of children and families.
 - 2. Interacts with families in ways that encourage their involvement; acknowledges the importance of welcoming all families during visits and at drop-off and pick-up times.
 - B. Culturally Responsive Approaches
 - 1. Uses multiple strategies for building relationships with families.
 - 2. Participates in staff orientation sessions that focus on respecting families through communication; develops related skills and knowledge through such sessions.
 - C. Culture and Language Development and Learning
 - 1. Assists with practices that reflect the cultural contexts and experiences of children.
 - 2. Engages in linguistically and culturally inclusive practices with colleagues, children and families.
- 3) RECOGNIZES SIGNIFICANCE OF RELATIONSHIPS, INTERACTIONS AND GUIDANCE
- A. Supporting Children's Emotional Development
 - 1. Understands the development of empathy and its importance; has appropriate expectations for children's empathic responses and pro-social behaviors.
 - 2. Demonstrates an understanding that children may show a variety of emotions at separation or transition times.
 - B. Social-Emotional Climate
 - 1. Demonstrates understanding that the social-emotional climate is an important component of the learning environment.
 - 2. Examines and acknowledges one's own feelings and questions about the expression of emotions.
 - C. Socialization and Guidance
 - 1. Relies on knowledge of child development to respond individually to children, considering each child's age, temperament, language, communication skills, culture, interests and abilities.

2. Acknowledges children's efforts, encourages positive interactions, and recognizes successes to build each child's self-confidence.
- 4) UNDERSTANDS AND FOSTERS FAMILY AND COMMUNITY ENGAGEMENT
- A. Communication with Families
 1. Interacts with families in a timely and professional manner to establish relationships that encourage mutual exchange of information about children.
 2. Is aware of cultural considerations in conflict resolution; models developmentally appropriate and culturally relevant conflict-resolution strategies for children.
 - B. Relationships with Children and Families
 1. Attentively greets family members when they arrive and depart from program setting, and uses these opportunities to exchange information about their child.
 2. Recognizes that working with families promotes children's development.
 - C. Community Resources
 1. Articulates an understanding that families function in a variety of ways and children or families may require support from resources outside of the program.
 2. Participates in developing effective community partnerships and collaborations.
- 5) UNDERSTANDS AND SUPPORTS DUAL-LANGUAGE DEVELOPMENT
- A. Dual-Language Program Models and Strategies
 1. Knows a variety of program models that serve young dual-language learners (DLLs).
 2. Assists in offering a variety of developmentally appropriate, individually meaningful, and culturally responsive ways for young DLLs to participate in group.
 - B. Development of the Home Language and of English
 1. Demonstrates understanding that honoring each child's home language fosters positive social-emotional development and overall development and learning .
 2. Carries out practices that promote literacy and language development of young DLLs.
 - C. Observation and Assessment of Young Dual-Language Learners
 1. Assists with administering literacy assessment instruments, recognizing the importance of assessing young DLLs in both the home language and in English.
 2. Contributes to observation of young DLLs across a variety of settings or activities.
 - D. Relationships with Families of Dual-Language Learners
 1. Demonstrates awareness of child's home language.

2. Responds to children and families in ways that acknowledge diverse linguistic and cultural experiences.

6) UNDERSTANDS AND UTILIZES OBSERVATION, SCREENING, ASSESSMENT AND DOCUMENTATION

A. Observation

1. Knows formal and informal observations are ongoing and part of everyday practices.
2. Contributes ongoing observations (confidentially) to understand children's behavior.

B. Screening and Referral

1. Assists staff or specialists in conducting screenings, as appropriate.
2. Is familiar with community resources to support children and families.

C. Assessment

1. Is familiar with valid and reliable assessment instruments for early care and learning settings and knows how to use them.
2. Understands that maintaining confidentiality for children and families is critical to the assessment process.

D. Documentation

1. Assists in gathering artifacts and other materials for use in documentation.
2. Is familiar with the different types of documentation processes commonly used in early education settings, including anecdotal records, work samples, video clips, photographs and dictations.

E. Interpretation, Planning and Implementation

1. Engages in discussions about the meanings of observations, screening, documentation and assessment data to support children's learning and development in early education settings.
2. Contributes ideas for meeting children's learning and developmental goals based on information learned through observation and documentation.

7) RECOGNIZES SPECIAL NEEDS AND FOSTERS INCLUSION

A. Philosophy, Policies and Practices

1. Follows program policies designed to create a sense of belonging and to support full participation of children and adults with disabilities or other special needs.
2. Uses People First language by referring to child first, not disability or special need.

B. Developmentally and Individually Appropriate Practice

1. Follows guidance to support all children's active participation in learning opportunities through use of easily adaptable materials, strategies and techniques.

2. Responds to children's questions about their own or other's disabilities or special needs or refers questions to appropriate staff.
 - C. Collaboration with Families and Service Providers
 1. Understands that families need support, sensitivity and respect.
 2. Listens to and implements recommendations from service providers; contributes ideas as a team member.
 - D. Environment Access and Adaptive Equipment
 1. Assists with making environmental modifications as needed to support children and adults with disabilities or other special needs in immediate context of the group
 2. Follows guidelines to ensure the safe and effective use of adaptive equipment.
- 8) CREATES LEARNING ENVIRONMENTS; PLANS AND IMPLEMENTS CURRICULUM
- A. Curriculum and Curriculum Planning
 1. Responds to children's interests by selecting materials, expanding on their ideas, or planning activities and experiences, engaging children in planning as developmentally appropriate.
 2. Arranges or uses indoor and outdoor materials and space in accordance with the curriculum-planning process.
 - B. Environments, Schedules and Routines
 1. Identifies ways in which the environment might be modified to meet interests and needs of the children.
 2. Describes the value and sequence of various elements in the daily schedule, such as transitions, play, small-group time and time outdoors.
 - C. Strategies to Support Learning and Development
 1. Articulates the differences between child-initiated and adult-facilitated activities and interactions.
 2. Demonstrates understanding that infant, toddler and preschooler learning and development, can be described in terms of social-emotional, cognitive, language, motor and perceptual domains, and that children learn and develop in an integrated way across domains.
- 9) ENSURES HEALTH, SAFETY AND GOOD NUTRITION
- A. Environmental Health and Safety
 1. Learns and complies with policies and practices addressing indoor and outdoor environmental health and safety for children and staff including the use of universal precautions as needed.
 2. Demonstrates an understanding of one's own role in providing adequate supervision of children that supports safe, fun and challenging play that excludes unauthorized visitors.
 - B. Emergency Preparedness

1. Follows directions, models appropriate behavior, and assists children, as developmentally appropriate, during an emergency or drill.
 2. Learns about and uses first aid and CPR skills, as needed.
- C. Nutrition
1. Helps to create a positive climate during meals.
 2. Follows principles of healthful food choices and habits, including developmental and individual feeding schedules, appropriate portion sizes, selection of fresh foods for children and staff.
- 10) D. Response to Health Requirements
1. Recognizes and responds to signs of illness or injury in children, or alerts other staff as appropriate.
 2. Is familiar with community resources to support the health of children, families.
- B. Child and Family Health
1. Identifies signs of child abuse or neglect; reports concerns about child abuse or neglect to appropriate staff; understands and adheres to role of mandated reporter: demonstrates understanding of trauma-informed practices.
 2. Promotes child health by ensuring that children get outdoors for physical activity, feel connected with nature, and follow their own curiosity and interests during outdoor, child-initiated peer play.
- 11) DEVELOPS AND DEMONSTRATES PROFESSIONALISM
- A. Professional Development
1. Practices self-assessment and participates in reflective dialogue to challenge one's own knowledge base.
 2. Seeks to support and strengthen practice by identifying role models and mentors who demonstrate key attributes of an ECE professional.
- B. Professional Conduct and Behaviors
1. Arrives at work on time each day and is prepared to engage with children, families, staff and colleagues in a professional manner
 2. Understands and contributes to the elements of a quality work environment.
- C. Competence in a Specialized Body of Knowledge
1. Helps to support development and learning in all domains for each child in the group or classroom.
 2. Actively participates in aligning the program's shared philosophy with associated goals and objectives.
 3. Pedagogy
Is aware of one's own views of early care and education and the issues facing the profession.
 4. Demonstrates a commitment to lifelong learning by participating in opportunities to develop pedagogical knowledge and skills.

D. Occupational Health AND Safety

1. Understands and incorporates ways to identify and ameliorate stress, including its impact on the job and one's own emotional health.
2. Understands proper safety procedures including safe lifting.